

PSHE, RSE and Citizenship Policy



St. Andrew's

Church of England Primary School

ENRICHING LIVES

Our Vision.....

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future."

..... JRR Tolkien

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1. Introduction

1.1 At St Andrew's C.E. Primary School, we believe that Personal, Social, Health and Economic (PSHE), Relationships, Sex education (RSE) and Citizenship education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE, RSE and Citizenship education also helps pupils to achieve their academic potential.

1.2 Under the new guidance issued by the DfE, by September 2026, Relationships education at primary school will continue to be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme and this broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk

2. Roles and responsibilities

2.1 Governing Body

The governing body will approve the PSHE, RSE and Citizenship policy, and hold the Headteacher to account for its implementation.

2.2 Headteacher

The Headteacher is responsible for ensuring that PSHE, RSE and Citizenship is taught consistently across the school, and for managing requests to withdraw pupils from components of the RSE curriculum.

2.3 Staff

Staff are responsible for:

- Delivering PSHE, RSE and Citizenship in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of the RSE curriculum.
- Staff do not have the right to opt out of teaching PSHE, RSE and Citizenship. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

2.4 Pupils

Pupils are expected to engage fully in PSHE, RSE and Citizenship and, when discussing issues related to RSE, treat others with respect and sensitivity.

3. Parents' right to withdraw

3.1 The school is well aware that the primary role in children's Relationships and Sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

3.2 In promoting this objective we:

- Make available online, via the school's website, this PSHE, RSE and Citizenship Policy;
- Answer any questions that parents may have about the PSHE, RSE and Citizenship education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE, RSE and Citizenship in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

3.3 We have committed to retain parents' right to withdraw their child from Sex education within RSE (other than Sex education in the National Curriculum as part of PSHE, Relationships education and Science). There is no right to withdraw from Relationships education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

3.4 If a parent wishes their child to be withdrawn from the Sex education elements of RSE, they should initially discuss this with the classteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

3.5 Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

3.6 Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with Relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

4. Covering the Statutory Content

4.1 The Department for Education introduced compulsory Relationships education for primary pupils and Relationships and Sex education (RSE) for secondary pupils from September 2020 along with compulsory Health education. This guidance was revised in July 2025 with effect from September 2026. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

4.2 At St Andrew's, we have committed to retain our current choice to continue to teach age-appropriate Sex education alongside Relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996 and sections 34 and 35 of the Children and Social Work Act 2017.

4.3 In the new July 2025 guidance, the DfE recommends that all primary schools 'teach Sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science' and 'It is ultimately the school's responsibility to ensure resources and teaching materials are appropriate for the age and maturity of pupils.' Schools are to determine the content of Sex education at primary school.

4.4 Health education has been compulsory in all primary schools in England (except Independent Schools who have separate requirements on PSHE, RSE and Citizenship education as per the Independent Schools Standard) since September 2020. Wellbeing is now included in the July 2025 updated guidance. Health and Wellbeing education includes a section for primary and secondary schools on puberty, the developing body, body parts, menstrual wellbeing and the menstrual cycle including physical and emotional changes.

4.5 Relationships education, Health education, science and Sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

4.6 Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

4.7 RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

4.8 "The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

5. RSE policy requirements

5.1 Primary schools must have a written policy on Relationships education and Sex education. Schools must consult parents in developing and reviewing their policy and should ensure the policy meets the needs of pupils and parents and reflects the community they serve. School must provide a copy of the policy at no cost to anyone who asks for one and should also publish the policy on the school website.

5.2 The policy must:

- Define the subjects being taught (Relationships education, RSE, Sex education)
- Set out the subject content, how it is taught and who is responsible for teaching it
- Describe how the subject is monitored and evaluated.
- Include information to clarify parental right to request their child is excused.

5.3 The statutory guidance is comprehensively covered by learning opportunities across all three core themes. Even though much of 'Living in the wider world' is not included in statutory requirements, the theme as a whole remains vitally important for pupils' personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

6. The Overarching Concepts, Essential Skills and Attributes developed through PSHE, RSE and Citizenship

6.1 Our Programme of Study sets out learning opportunities, based on two core themes:

- **CORE THEME 1: RELATIONSHIPS (Sex) and HEALTH EDUCATION (RSHE)**
- **CORE THEME 2: ECONOMIC WELLBEING and CAREERS EDUCATION**

6.2 The programme of study is intended to support teachers to create a PSHE, RSE and Citizenship education programme that will enable children and young people to develop and gradually enrich their understanding of a set of overarching concepts, set out below. Although the specific content of PSHE, RSE and Citizenship education will constantly evolve as the world changes, these concepts are timeless.

6.3 It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to manage these issues should they encounter them in their lives.

6.4 For a school's PSHE, RSE and Citizenship education programme to support its pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, it should take the 'learning opportunities' outlined within the two core themes of this programme of study for each key stage, as a context through which to develop the concepts, skills and attributes.

7. Learning Opportunities

7.1 For each of the core themes of the programme of study, there are learning opportunities for each key stage. These learning opportunities, provide the context through which the programme can develop the subject knowledge as well as the overarching concepts, essential skills and attributes. The learning opportunities should be used flexibly according to pupils' development, readiness and needs, and taking account of prior learning, experience and understanding.

7.2 Teachers access the Family Planning Association interactive resource 'Growing Up with Yasmine and Tom', a PSHE Association quality assured resource. In addition, videos from the BBC are used to teach puberty, how babies are made and pregnancy. These areas of learning take place in Y4-6.

7.3 Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics should be explored within the context of both.

7.4 PSHE, RSE and Citizenship education addresses both pupils' direct experience and preparation for their future. It is therefore important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts. PSHE, RSE and Citizenship education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils in a particular school. This framework is not definitive and schools should adapt it as they feel appropriate. Those planning PSHE, RSE and Citizenship education should liaise with colleagues responsible for other relevant subjects (such as science, computing, citizenship, P.E., design and technology and economic and business education) in order to ensure consistency for pupils. They should also take account of school policies and DfE guidance documents including those relating to preventing and tackling bullying (including online bullying), safeguarding and equality.

7.5 PSHE education offers both explicit and implicit learning opportunities that reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. This builds on learning during the Early Years Foundation Stage (EYFS) and includes a focus on developing effective relationships (with peers, friends and family), assuming greater personal responsibility, and managing personal safety, including online. PSHE education also helps pupils to navigate the physical and emotional changes they experience, make informed choices regarding their own health and wellbeing, and develop social and emotional learning skills.

9. Programme of Study

As identified earlier our programme of study sets out learning opportunities, based on two core themes:

- **CORE THEME 1: RELATIONSHIPS (Sex) and HEALTH EDUCATION (RSHE)**
- **CORE THEME 2: ECONOMIC WELLBEING and CAREERS EDUCATION**

10 Relationships (Sex) and Health Education (RSHE)

10.1 In this section, learning opportunities are set out under subheadings for each key stage in such a way that compulsory Relationships and Health education content – as outlined in the statutory RSHE guidance for the primary phase – is covered in a coherent, sequenced programme, across key stages 1 and 2, alongside optional Sex education content.

10.2 To support schools to cover all the statutory requirements in this way – and to make programme planning more manageable, while avoiding duplication – content from different sections of the statutory RSHE guidance has been combined in some subsections below. For example, statutory content from the 'Caring friendships' and 'Respectful, kind relationships' sections of the statutory RSHE guidance would all contribute to teaching about friendship, so the Programme of Study draws content from those sections together within a single 'Friendships' section.

10.3 Children live their lives both online and offline, and most topics within statutory Relationships and Health education have a digital aspect, especially in key stage 2. Whilst the 'Online life and safety' section below is explicitly focused on this, it should be assumed that learning opportunities in all sections apply to online contexts as well, even when not explicit. For example, one learning opportunity at key stage 2 mentions 'ways to reconcile differences and conflict positively and safely'

10.4 This core theme focuses on:

Relationships:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education (Health and Wellbeing):

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

11. Economic Wellbeing and Careers Education

11.1 In addition to the statutory Relationships and Health education content, Economic Wellbeing and Careers education (comprising career-related learning at primary) complete the key stage 1 and 2 PSHE education curriculum. These are all essential, and complementary, components of a comprehensive PSHE education programme. Research shows that financial behaviour starts being shaped between the ages of three and seven, and long-term financial outcomes can be predicted from skills and behaviour in children as young as five. And as nearly one in ten 7 to 11-year-olds have paid for things online without adult supervision¹, it is essential that pupils have the opportunity to learn how money and financial decision making can affect people's wellbeing, and how to make informed and responsible spending choices in the future.

11.2 Following the government's 2025 Curriculum and Assessment Review, Citizenship education is set to become a compulsory subject in the primary phase and, as in key stages 3 and 4, this will include elements of financial education. Whilst Economic Wellbeing is not a compulsory part of PSHE education (except for independent schools, where the whole of PSHE education is statutory), it is vital to ensure pupils are taught the personal aspects of financial education. This will give pupils the understanding and skills needed to navigate their

feelings about money, understand how money and financial decision-making can affect people's wellbeing, and make informed and responsible spending choices in the future.

11.3 Closely linked to Economic Wellbeing, career-related learning at key stages 1 and 2 lays the foundations for effective Careers education in key stage 3-4. It does so by: developing knowledge, understanding, skills and attributes that support pupils to have high aspirations and ambition; helping them to understand the concept of work and career as well as the links between learning and work; building confidence, self-esteem and self-reflection; and, developing transferrable skills that will support them throughout their education and career.

11.4 This core theme focuses on:

- Economic wellbeing
- Careers education: aspirations, learning and work

12. Managing or Responding to Challenging Situations

12.1 Many of the learning opportunities, refer to 'managing' or 'responding to' challenging situations. By these terms we mean a variety of strategies which, depending on the context, might include: being able to identify risks or warning signs; resisting internal or external pressures; making informed decisions; exit strategies for unsafe situations; and knowing whom, how and when to ask for help, including reporting concerns. The terms 'managing' and 'responding to' in learning opportunities, should not be interpreted as suggesting that children and young people are responsible for the risks they encounter. Therefore, whilst teachers should endeavour to equip pupils with the knowledge and skills to help keep themselves and others safe, language and activities should never imply that blame or responsibility rests with anyone who has experienced, or is at risk of experiencing, harm.

13. Progression through the Programme of Study

13.1 The Programme of Study sets out learning opportunities for each key stage, organised under subheadings within each section. These learning opportunities plan for the programme to meet pupils' development, readiness and needs, and taking into account prior learning, experience and understanding. PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a sequenced, spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended. This is grounded in the established evidence base for effective practice in PSHE education.

13.2 This Programme of Study provides a key stage by key stage overview of the PSHE education curriculum and curriculum models. These break down learning by year group into

half-term units, with example long-term and medium-term plans for KS1-2 and KS3-4, and links to quality assured lesson plans. These models allow schools the flexibility to design a PSHE education curriculum tailored to their pupils and communities, with lesson plans that span the PSHE education curriculum, including statutory RSHE.

14. EYFS

14.1 In EYFS, the teaching of PSED and RSE will remain reflective and responsive to the needs of the children and whilst in addition, we will have specific themes these are very much to enhance the core values and expectations of St. Andrews and also those set out in the EYFS curriculum .

Progression across Cycle A/C

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	What makes me special? <i>Family</i> <i>Appearance</i>	What makes me special? <i>Likes and dislikes</i> <i>Hobbies</i> <i>Changes from birth to now</i>	Mental Health and Wellbeing	Mental Health and Wellbeing	Mental Health and Wellbeing
Term 2	Staying safe (Inc. Internet and night). <i>Using internet</i> <i>Being seen at night</i>	Staying safe (Inc. Internet and night). <i>Penguin Pig</i> <i>Firework safety</i> <i>Road safety</i>	Keeping Safe Online	Exploring Ways of Managing Risks	Managing Money and Online Spending
Term 3	Friendship <i>Sharing</i> <i>Kindness</i>	Friendship <i>What makes a good friend?</i> <i>Playground games</i>	Me, My Body and Staying Safe	Forming Respectful Relationships	Changes in Puberty (and Sex Education)
Term 4	Looking after our planet <i>Water</i>	Looking after our planet <i>Saving electricity</i> <i>Pollution</i> <i>Recycling</i>	Money and Work	Money Matters and News Literacy	Drug Education: Assessing Risk and Managing Influences
Term 5	Looking after our planet <i>Recycling in school</i>	Being Healthy <i>Mental wellbeing</i>	Safety Outside the Home	Me, My Body and Growing Up	Developing our AI Literacy
Term 6	Being Healthy <i>Exercise</i> <i>Oral Health</i>	Being Healthy <i>Diet</i> <i>Oral Health</i>	Looking Back and Moving on	Families and Growing Together	Looking to the Future

Progression across Cycle B/D

	Nursery	Reception	KS1	Lower KS2	Upper KS2
Term 1	What makes me special? <i>Family Appearance</i>	What makes me special? <i>Likes and dislikes Hobbies Changes from birth to now</i>	Making Friends: Playing and Learning Together	Me, My Friends and Belonging	Friendships, Stereotypes and Bullying
Term 2	Staying safe (Inc. Internet and night). <i>Using internet Being seen at night</i>	Staying safe (Inc. Internet and night). <i>Penguin Pig Firework safety Road safety</i>	Mental Health and Wellbeing	Mental Health and Wellbeing	Mental Health and Wellbeing
Term 3	Friendship <i>Sharing Kindness</i>	Friendship <i>What makes a good friend? playground games</i>	Celebrating Me, You and Our Families	Building Healthy Habits	Positively Engaging with our World
Term 4	Looking after our planet <i>Water</i>	Looking after our planet <i>Saving electricity Pollution Recycling</i>	Staying Safe at Home	Making Choices Online	Respecting Boundaries
Term 5	Looking after our planet <i>Recycling in school</i>	Being Healthy <i>Mental wellbeing</i>	Being Healthy	Keeping Safe Out and About	Safe Connections Online
Term 6	Being Healthy <i>Exercise Oral Health</i>	Being Healthy <i>Diet</i>	Showing Kindness to Others and Ourselves	Looking Out for Each Other	Embedding Healthy Habits and Learning First Aid

16. Assessment

16.1 There are many reasons why it is important that learning in PSHE, RSE and Citizenship education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.

16.2 Assessment allows the leadership team, parents, governors and school inspectors to see PSHE, RSE and Citizenship education's impact on pupils and whole school outcomes, such

as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values. Without assessment, all a school can do is describe its PSHE, RSE and Citizenship provision, not show its impact.

16.3 The DfE also states in the statutory guidance for Relationships, Sex and Health education that “schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas” — therefore assessment for and of learning will be central to any PSHE, RSE and Citizenship education provision.

17. Review of this Policy

17.1 The policy will be reviewed in line with the policy review schedule, but any governor with any concerns about its operation can request that it is reviewed at any time.